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ABSTRACT

Six contributions from the Consumer and Homemaking Education Symposium (March 1, 1974) are included. Elaine Shudlick discussed the role of the consumer education teacher, particularly in relation to a management of personal and family finance course, illustrated by a course outline including course description, prerequisities, text and references, attendance, assignments, evaluation, and an outline by week of topics and text readings. A course in consumer nutrition was described by Dorothy Terrill, including an outline by week of topics, assignments, and additional references. Leslie Schwoob introduced an automotive technology course, including a course outline indicating catalog description, expected outcome, text and references, student materials, college facilities, evaluation methods, and a 12-topic expanded course outline. A beginning clothing course was briefly described by Theodora Corey. Virginia Lockhart's topic, "Consumers of Education and Thus of Careers," included a discussion of personality as an element of career decision making and the role of the counselor. An outline of a career development course is illustrated, with course content, expected outcome, textbooks, and facilities indicated. A developmental parent education course was described by Johnnie McGuire, including prerequisites, expected outcome, text, and a two-page narrative description of course content. (SC)

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CONSUMER EDUCATION

DE ANZA COLLEGE

CE001454

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CONSUMER AND HOMEMAKING EDUCATION SYMPOSIUM

LOS ANGELES HILTON HOTEL

MARCH 1, 1974, 8:00 a.m. - 12:05 p.m.

Submitted by:

Beatrice Cossey
Director, Women's Re-entry Educational Program
De Anza

CONTRIBUTIONS

Elaine Shudlick	"The Role of the Consumer Education Teacher" Management of Personal and Family Finance
Leslie Schwoob	"The Role of the Consumer Education Teacher" Automotive Technology
Dorothy Terrill	"The Role of the Consumer Education Teacher" Consumer Nutrition
Theodora Corey	"The Role of the Consumer Education Teacher" Clothing (Beginning)
Virginia Lockhart	"Consumers of Education and Thus of Careers"
Johnnie McGuire	Developmental Parent Education

"THE ROLE OF THE CONSUMER EDUCATION TEACHER"

The role of the consumer education teacher in the Women's Re-entry Educational Program of De Anza College is one of the most exciting, most responsible and most rewarding on campus. The specific course is titled: "Management of Personal and Family Finance" and it allows expanded perimeters of study and dialogue. In this program the most vital role of the teacher is one of affirmation of the students as persons and as scholars ... able to complete their goals as they perceive them.

Purpose

The consumer education teacher teaches management of personal and family finance to be useful in identifiable ways in each student's particular situation. The student will examine her values and identify those that are important in their own goal setting process. The student writes down long term and short term personal and financial goals and reviews the decision making and strategies necessary to achieve them. The money management process is studied and organized to design a personal budget as a tool in the goal achieving process. All aspects of credit are examined with emphasis on credit as consumer debt. The credit contract is reviewed in detail and all types of lending institutions, services and interest rates are discussed as well as truth in lending, credit cards and bankruptcy.

The importance of savings to the consumer, savings institutions, services of banks are part of the curriculum. Investing in securities and mutual funds are discussed. Estate planning and wills in relationship to care of children, personal property and home ownership are reviewed. The consumer's interest in buying protection against economic risk by the use of homeowner's automobile, life and health insurance is discussed. The comparison of homeownership and renting is made with the problems of selling and financing a home reviewed as well as federal income tax, state and local taxes and proposed tax reforms. County consumer services and related consumer service agencies are described and consumer legislation and the legislative process are part of the class. The consumer's role in the economy is emphasized throughout the quarter.

Of equal or greater importance than the academic content of the class is the committment to enhance the self-image of the students in the class and to help them generate deserved self-confidence and self-reliance.

During the first quarter at De Anza the student should identify with their particular WREP group and then with the extended WREP community ... so they develop a positive and affirmative view of each other, the program and the education process at De Anza ... to become a part of a continuum of success. The teacher must share this attitude and reflect it in her relationships with students.

Outcomes

From class discussion, reports, term papers, conversation, tests and evaluations, phone calls to my home as well as a continuing stream of newspaper

clippings on current consumer news brought to class, I am confident that the students are more aware of their power as consumers and appreciate comparative shopping as a way of spending money wisely to get what they want. So many students have reported that they set goals and organized their financial and other resources to meet those goals ... they have reviewed or written wills ... they have discussed and reviewed their insurance needs ... they have a new view of consumer credit (some have cancelled credit cards) ... they have involved the whole family in the budgeting process ... single parent as well as two-parent family members feel more secure about family financial planning. The successful test experience assures the student that they can compete in the continuing college program.

Attractors (draw to, cause to approach, invite)

The instructor must believe in ALL of the students as persons and demonstrate this affirmation toward the goal of successful completion of the first quarter and the program.

The teacher must withhold judgment on all aspects of the student's life and activity outside of the classroom. Only classwork is evaluated for grade.

Guest speaker experts (competent women when available) add a great deal to class.

Acceptance of various racial, cultural, socio-economic groups of each other and their special and universal problems is one of the most rewarding results of WREP.

Detractors (withdraw, subtract, to take credit or reputation from)

Home Economics has an unpopular connotation ... even to homemakers. Some students feel that they are already experts in the topics to be studied. Others have had only a passive role and feel that they cannot master the material because they haven't used it before.

Regular formal tests are a real threat and create tremendous student anxiety.

Summary

The consumer education teacher's role as leader, guideline setter, and positive reinforcer is most rewarding. Last night one of the students called at dinnertime ... almost exploding because of a food stamp problem. We discussed several avenues of investigation for long run solution and also a method of meeting the immediate need. Though it isn't part of this next lesson plan, we will discuss this problem in class and hopefully recruit others to help solve it. I do think the students feel they can organize consumer power for responsible action in their own interest.

When the students set short term and long term goals and organize their personal and financial resources to meet these goals, and when they affirm each other and themselves with the racial, cultural and socio-economic differences they have brought to class, the consumer education teacher is fulfilling her role.

Elaine Shudlick
1973

kad

DE ANZA COMMUNITY COLLEGE

Consumer Education 51
MANAGEMENT OF PERSONAL
AND FAMILY INCOME

COURSE OUTLINE

WINTER QUARTER

1974

12:05 - 12:55 p.m.
3 units
Instructor: Elaine Studlick

Course Description

Individual and family income; trends in its use; analysis of goals and factors affecting financial decisions; techniques of management with emphasis upon practical problems involving income and expenditures. Role of planned spending, consumer credit, banking and savings, insurance, investments, housing and real estate, taxes, legal services, and consumer laws and protection.

Prerequisites

None

Text and References

Troelstrup, A. The Consumer in American Society: Personal and Family Finance, Fourth Edition, McGraw-Hill: New York, 1970.

Other current reading will be assigned.

Attendance

Attendance will be the individual responsibility of each member of the class. Regular attendance will have a positive influence upon your work and performance in the class.

Assignments

Individual and class assignments will be made throughout the quarter. There will be both written and oral assignments depending upon the topic. Discussion will be an important aspect of this class, since sharing of information and knowledge is essential for all to learn.

1. Written review of one article from "Consumer Reports".
   Due January 18.

2. Short study paper.
   Select one consumer item you use frequently or intend to buy. Compare quality, price, size, etc. of five different brands at no less than three different stores such as discount store, department store, specialty shop, etc.
   Due: February 8, 1974

3. Consumer legislation
   Select one consumer issue presently before the state legislature of United States Congress. Summarize the facts and indicate your reasons for support or disapproval of the issue. Include a copy of one letter relating to the issue you wrote to a legislator or a

congressman.
Due: March 8, 1974

Evaluations:

There will be two midterms worth 100 points each and one final worth 100 points.

Grade will depend on the satisfactory completion of the above assignments and your participation in class discussion.

Week of	Topics	Text Reading
Jan. 2	Introduction. Rights and responsibilities of consumers. The purpose of an economy. Modern market economy. Inflation, recession, wage-price freeze. Phase 4. The role of the consumer	Chapter 1
Jan. 7	Value and goals. Consumer decision making. Does the consumer have a choice? Advertising, marketing, motivation research	Chapter 2
Jan. 14	Money Management and the family. Family income, cost of living, Children and money	Chapter 3 & 4
Jan. 21	Money management and budgeting. How to be a smart shopper. Money and marital happiness	Chapter 5
Jan. 28	Living today on tomorrow's income	Chapter 6
Feb. 4	Function and source of consumer credit. Cost of credit. How to use credit wisely	
Feb. 11	Savings and investments. Get the most from your savings. Banks and their services. Estate planning; wills and trusts	Chapter 14
Feb. 18	Holiday	
Feb. 20	Buying and selling a home, financing your home. Responsibilities of buyer, seller and broker. How to insure your home	Chapter 10
Feb. 25	Protection through insurance. Life insurance and social security	Chapter 13
March 4	Meeting today's cost of health care. Types of health insurance. Planning for family health needs. Automobile insurance	Chapter 12 Chapter 11
March 11	Federal income tax. State and local taxes. Proposed tax reforms. Consumer awareness and protection	Chapter 15 & 16

Midterm Dates: (tentative) Jan. 25, Feb. 22, 1974

Final: Thursday, March 21, 1974 11:30 - 1:30 p.m.

kad

VIRGINIA LOCKHART
Title I Counseling
Specialist

CONSUMERS OF EDUCATION AND THUS OF CAREERS

In the Women's Re-Entry Educational Program of De Anza College we have designed a career planning class which speaks to the unique position of women as consumers of education and thus of careers. It is felt that such a course should be separate from the regular college repertoire of career education classes.

The class is planned with emphasis on accurate decision making of career choice as a consumer responsibility, with evaluations, involvement and interaction of the women students. Students are then encouraged to utilize the career center as an adjunct in collection of vocational trends and specific careers of interest.

It is imperative that the returning women student becomes aware that as a consumer of education her ultimate responsibility is to seek her niche in the world of work. Equally important is the understanding of her changing role in society as a viable and productive source to be utilized in the labor market. Her awareness must take place through becoming acquainted with the notion that continuing education via the community college is her entree into the labor force.

The issue of career development is currently generating a variety of plans and models with intentions of providing comprehensive services to the unemployed youth, minorities and women of our society. It is my opinion that these plans and models offer little more than a unit through which career information can be sifted to individuals. Some of these units (The College Placement Center, Learning Centers, etc.) attempt to stress counseling and Guidance, but fail to specify the criteria upon which such will be based.

In most instances a Counselor is available for individual help, but generally the help is given to those who have a previous notion of their vocational directinn. For those who have no previous notion of their vocational direction, the conglomerate of career information given is frustrating in nature. For many years educatinal institutions have provided career guidance services, but the present problems we face attest to the fact that somehow we have missed the boat. Current indications that individuals may be dissatisfied in their respective job situations is of a prime concern to Educators and the Nation (NIE, 1973). Realizing that the job market is in a constant state of flux has generated attempts to track down more comprehansive methods for anticipating job trends and structuring college vocational programs to suit these trends. There has become a maze of vocational training programs instituted in the Community Colleges of the nation.

The programs in themselves are good and provide adequate training, but students become confused as to which program they are suited for and can be accepted into. In most cases their selection of a program is based upon what is available at the moment. Most students have not gone through a process which will enable them to make proper decisions for effective goal planning.

The Freshman orientation and guidance course which attempts to help students make such decisions has failed. It is suggested that such

courses are not structured to provide "in depth" and "intensive" training to individuals in the area of career choosing. Most only skim the surface by giving the student a test, such as the Strong Vocational Invensity, and acquainting them with career information. Some Instructors do realize that there are other factors which are important in career decision and do initiate limited activities to help students clarify their interests. However, here again these activities are not intensive enough. This paper will analyze those components of "Self" that are vital elements of individuality which must be clarified before effective career decision making can occur. In addition, it will offer a structured curriculum in Career decision making.

PERSONALITY AS AN ELEMENT OF CAREER DECISION MAKING

It is no accident that many vocational inventories include "types" of personality scales as a part of their concept and measurement. It has long been known that certain individuals are suited for certain things because of their personality of life style. Individuals sometimes refer to others as the "artistic type" or the "enterprising type", indicating that there are personality traits or qualities in evidence that can be classified vocationally.

John Holland (1965) developed a vocational Preference Inventory based upon personality traits most predominantly in evidence in an individual's interest level. Allport, Vernon, Lindzey (1960) produced a scale of values based upon Edward Spranger's types of men. Spranger in his Typology classified six types according to values and evaluative attitudes. Allport, Vernon and Lindzey were able to draw a scale based and validated upon the norms of professions and careers (Allport, Vernon, Lindzey 1960). By use of a 27 forced choice interest and opinion item inventory, Bernard Bass developed an Orientation Inventory. His design was to identify three aspects of personality which would be instrumental in giving an individual clues as to his life orientation. The three aspects he chose were the scales of Self-orientation, Interactions Orientation and Task Orientation (Bass, 1967).

It is clear to see that having such awareness of one's nature can be valuable in decision making. William Schultz (1967) produced the Fundamental Interpersonal Relations Orientation scale to measure interpersonal activities of individuals. His scale measures wanted (needs) and expressed (action) traits of an individual's behavior, relative to Inclusion (degrees of association), Control, (degree of responsibility for decision making) and Affection (degree of emotionality for involvement). His scale allows for classification of individuals as "the Loner type" "Loyal Lieutenant Type", "General Type", etc. In common, these inventories help the individual in clarifying those traits he or she possesses which are dominant. Such knowledge and awareness becomes useful in ordering one's life. It is suggested here that effective decision making concerning a career choice must become a process in which awareness of self and growth takes place. To "know thyself" is the preamble to career planning. For too long we as Educators have neglected or paid little attention to this facet in helping students find their

direction. If this assumption is true, it then seems necessary that any career planning must incorporate an intensive method in examination of one's "Life-Space" values, abilities and interests. Life-space indicates that each individual has his special niche. It seems feasible that one's niche should be found upon one's personality, values, interest and ability.

Before presenting the curriculum a word should be said about this Author's basic philosophy concerning career decision making. If the assumption that career decision making is a process is correct, one can speculate that inherent in this process are stages of development. If stages are inherent in the process each stage should be examined and dealt with. Each stage should be internalized by the student. At the same time the student should be intellectually aware of the stages that he or she passes through before decision can occur.

Stage I Identification of "self" as an entity - who am I and who are my significant others?

What does my Life-Space entail?

Stage II Validation of Self as an entity (what are my strong and weak points? How can I make them work for me? What are my values and interests?

Acceptance of Feedback

Stage III What can others tell me about myself? How do they validate me? How realistic can I be about testing as an effective tool in helping me become aware of my traits, potentials and limitations?

Stage IV Understanding Career Information - By what criteria do I make a choice? What is my broad field of direction? How does it relate to my insights, testing and previous experience? Am I public service oriented? Am I task or scientific oriented? etc.

Stage V Realization that seeking specific career information is a personal responsibility which ultimately will employ decision making techniques also.

The premise for designing a career development course would incorporate tools and techniques which would facilitate the stages of progression. The aim of such a course would be to have students accurately identify their Broad Field of Vocational Direction based upon the stages experienced.

Steps should be taken for students to follow through in a College Placement Center or Career Center in order to gain sufficient knowledge of vocational trends and opportunities available. Such programs as the work experience programs being initiated in the College Campuses provide an excellent opportunity for further exploration. It is suggested that such programs can be used as a laboratory situation to the career development course.

It is noted that this basic philosophy and curriculum plan has been used for four classes of students by this Author (Spring 1972 EOP Students San Jose State College, Fall 1972 West Valley and De Anza College Women's Education Programs and Spring 1973 at West Valley College in the Women's Education Program. In each class students at the conclusion of the course were able to identify their Broad fields of Directions based on insights gained, testing used and previous experience patterns.

ROLE OF THE INTRUCTOR

A note about the Instructor as a model is in order. Since much of the students' learning will come from interaction in the classroom setting, it is especially important that the instructor be skilled in group leadership. It is important that the Instructor is a "nourishing human being" able to generate a willingness for growth and insight development among the students. To some self-exploration is a threatening process and a "toxic" Instructor will evoke depression and hostility from these members of the class. It should be remembered that although techniques and tools will be used, they are only as good as the user. The Instructor must be skilled in giving feedback to the student.

Although a student may be dimly aware that something is amiss in his or her Life-Space, seldom can he or she specify exactly what it is. The Instructor who possesses the skill to extract this knowledge must present this information to the student in a non-threatening manner. Since Life-Space Exploration is an analysis of parts, i.e. values, interest, abilities and special traits of an individual, it is the Instructor's responsibility to help the student re-assemble his or her own unique Gestalt. One's unique Gestalt implies a special niche for every individual.

DE ANZA COMMUNITY COLLEGE

Career Development — COURSE OUTLINE — 3 units, V. Lockhart, Instructor

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I. Credit three units - three hour lecture - student participation - discussion group

II. Course content

A. Individualized and group analysis of Self as it relates to vocational potential. Life-Space Exploration as it relates to active listening and sending clear I messages to self.

B. Explanation of tools and techniques as a means of information gathering. Administration of a battery of inventories intended to provoke honest appraisal of self - (vocational/ Personality scales, values clarification techniques, abilities testing, personality scales/vocational scales). The battery should consist of four to six inventories which are non-threatening in nature. Results should be used in a special way. Students are taught how to evaluate results and they do their own scoring and evaluation. The instructor provides help that the students require.

C. Individual and group discussion of results with clarification of the individual's temperament, attitudes, interest, ability and values.

D. Classification of Broad Field of Vocational Directions - categorized.

E. Review of results of testing and its relevance to Broad Fields of direction.

F. Students write a paper justifying their Broad Field of direction based on inventories used, insights gained in class and previous experience.

III. Expected outcome:

Each student will have in-depth awareness of his or her Broad Vocational direction at the conclusion of the course.

IV. Textbooks:

Textbooks used should bethose which stress self awareness and should be geared towards the basic qualities of the group (Example: Women's group should use materials such as Born Female, etc. Among those which this Author has used are Peter and Hull - Peter's Principle, Bird - Born Female, Reed's Problems of Women's Liberation, Peter - Pater's Prescription, Bach, Richard, Jonathan Livingston Seagull, Berne, Games People Play and others. One should be selected for a book review. This Author chooses Peter and Hull The Peter Principle. An in-depth discussion and review of this book impresses the student with the values of accurate vocational decision making.

V. Facilities:

It is suggested that the physical facilities should be a classroom which can accomodate 25-30 people with provisions for a chalkboard and relaxed seating arrangements. At times smaller groups will form for the purpose of in-depth discussion. Although a class hour by class hour schedule of events is not given with this paper, it is suggested that each student should have one. Providing a structured outline of events helps in scheduling all activities (sometimes students can become so engrossed in self exploration that the overall site is lost). Care must be taken to insure that each student experiences each stage of the process.

CONSUMER NUTRITION

HOME ECONOMICS 56Y

Consumer Nutrition is a new class, offered at De Anza College for the first time this year. It was planned with the consumer in mind -- aimed at the person, usually the housewife, who shops for, plans, and prepares family meals.

Following is the Course Description:

The course is designed for the student who is interested in learning more about good nutrition and its practical application to daily needs. Consumer decisions relating to economics and nutrition will be emphasized in the study of food purchasing, meal planning, nutritional labeling, food and health, and special nutritional needs of the family and its individual members.

The course was planned around these Course Objectives:

1. Students should be able to shop for the best nutrition with their available food money.
2. Students should be able to recognize cooking methods which save nutrients.
3. Students should be able to plan nourishing and economical meals around family needs.
4. Students should be able to choose nutritional meals and snacks which fit into their food budget.
5. Students should be able to understand how food relates to health, especially in obesity, heart disease, and dental health.
6. Students should be able to read and understand food labels, including nutritional content and enrichment.
7. Students should know where to go for reliable nutritional information.

Traditional nutrition classes with a deeper knowledge of individual nutrients and based with varying intensities in biochemistry and physiology are certainly not to be replaced but it was felt that there was a definite need for a nutrition course with a less technical emphasis. Consumer Nutrition is such a course. It offers a practical approach to learning basic nutrition principles and how to apply these principles. Many consumers do not have the background for a more technical approach than that used in Consumer Nutrition. Nor do they need the more technical knowledge. Historically, nutrition courses were required for certain fields of study only and students were primarily those people studying Home Economics, Nursing, Dental Hygiene and certain other fields which considered a knowledge of nutrition necessary. Few people made a study of nutrition merely out of interest and nutrition education wasn't normally aimed at the ordinary consumer. There seemed little relationship between the classroom and everyday life. That no longer is true.

This course gives people a place to turn for reliable answers to nutrition questions rather than only the false or "half-truth" information disseminated by many unethical entrepreneurs who have a produce to sell. In

Consumer Nutrition students are taught where to go for reliable and free, or nominally priced, information. Students order bulletins from the local Agricultural Extension Office and from the Government Printing Office in Washington, D.C. as a class assignment.

Class interest appears to be aimed at current nutrition topics -- the things the average American sees on TV or in the grocery store or reads in the newspaper or in popular magazines. Popular diet programs such as Weight Watchers are discussed. Some time is spent discussing current fad diets such as those of Dr. Atkins and Dr. Stillman. Class members are able to make valuable contributions to such discussions because many of them have "been on" one of these programs -- not always to their benefit. The new Consumers Guide book RATING THE DIETS was used in pointing out the characteristics of the diets and the dangers to health associated with the nutritionally unbalanced fad diet.

This class is geared toward teaching good eating habits. There seems to be evidence that it has effected some changes in the class members as they mention changes in their family's diets. Students seem concerned about the eating habits of their children and their husbands. They are concerned about the school lunches served their children.

Class members nutritional knowledge develops to the point where they can evaluate good eating and buying habits in others. They make comments regarding what they see people putting in their grocery carts in the store and say they would like to tell them they are wasting their money or not providing the proper nutrition for their families.

Students seem to be aware of comparative pricing and what is a "good buy". One student commented "Water-packed tuna fish is very expensive and lacks flavor, but you can wash the oil off oil-packed tuna fish to decrease the fat content and the saturated fats in the diet. It is cheaper and tastes better". The class members participated in a comparative buying study where they compared prices and nutrients of different breads such as white, whole wheat, rye, and pumpernickel. The study included comparing the store's own brand with well-known and advertised brands. They, also, studied the different kinds of rice -- brown, white long-grain, white short-grain, and instant rice -- for nutrients and cost. The rice purchased in a health food store was brought into this study to show that the brown rice bought there is much more expensive than that in the grocery store, although nutritionally they are the same.

Basic nutrition facts are taught in a simplified manner. Each nutrition principle is taught from the consumer approach and how it relates to practical useage when shopping for food. For example, considerable time was spent on cholesterol, saturated and unsaturated fats in the diet. The student need not know the chemical differences nor the metabolic functioning in the body to understand which fats are best for them to serve their family daily. They do need to know which vegetable oils are unsaturated and that reading the label on margarines is the only way to know for certain what they are getting. As a result of this study, the students reported that they were much better label readers, in addition to being aware of which oils were the best for their family's health.

The types of stores they shop in are discussed with a comparison of prices and services. Meal planning for all ages in a family is studied and students gain a practical knowledge of the Basic Four Food Groups. How to correlate a family member who is on a special diet with the family menu so only one basic meal need be cooked is another consideration of the class. The need for protein in our diet and the principle of complete and incomplete proteins is studied. Students learn that they can substitute vegetable protein for part of the animal protein and thereby, gain larger amount of all the essential amino acids at a lower cost.

In summary, some basic concepts the class teacher:

1. Current nutrition topics
2. Good eating habits using the Basic Four Food Groups
3. Students to evaluate good eating and buying habits
4. Comparative pricing and what is a "good buy?"
5. Basic nutrition principles in a simplified manner
6. Meal planning for special situations

I feel very excited about this class. It can only grow bigger and better as it continues to be offered.

Dorothy Terrill

kad

COURSE OUTLINE

HOME ECONOMICS 56Y

Week of	Topics	Assignment*
Jan. 1 & Jan. 7	Sources of good nutritional information. Basic 4 Food Groups. Snacks -- "The right way to snack"	Chapter 1
Jan. 14	Meal Planning. Food habits -- ethnic and cultural factors. Time available - to shop, prepare, eat. Money available.	Chapter 11
Jan. 21	Health and Diet. Obesity. Calories. Basal Metabolism. "Empty Calories". "Hidden Hunger".	Chapter 2, 8
Jan. 28	Dietary fat and heart disease. Carbohydrates; dental health	Chapter 4, 5
Feb. 4	Labeling, nutritional and otherwise. Recommended Daily Allowances, Enrichment. Vitamins. Minerals. Additives	Chapter 6, 7, 10 Chap. 6 Supermarket Trap
Feb. 11	Protein foods. Buying protein foods. Animal protein substitutes. Best "buys" in protein foods. Substitutes for milk with consideration to calcium content.	Chapter 3
Feb. 18	Special nutritional needs -- infancy, pregnancy and lactation, childhood, school lunch program, adolesence, later life. Planning meals for these groups	
Feb. 25	Breakfast - why do we need it? Liquid meals. Vegetarian Diets. Cooking methods that preserve nutrients.	Chapter 9
Mar. 4	"Decisions in the Market Place" -- The Grocery Store: Where do you shop? Comparative shopping. Using a list. Storing food. Convenience foods.	Chapter 2, 7 (Supermarket Trap)
Mar. 11	Family Meal-time. Eating out. Review	
Mar. 18	Final Exam. - 2 hrs.	

Additional References:

1. Deutsch, Ronald M., THE FAMILY GUIDE TO BETTER FOOD AND BETTER HEALTH, Creative Home Library, Meredith Corp., Des Moines, Iowa, (1971)
2. FOOD FOR US ALL, Yearbook of Agriculture, 1969, U.S. Dept. of Agriculture, Supt. of Documents, Washington, D.C. 20402

*Assignments are for NUTRITION FOR TODAY unless stated otherwise.

kad

BEGINNING CLOTHING

(Home Economics 25)

3 units

This beginning course in clothing helps all ages, sizes, and abilities of people. In our community we have young people who have had a rich experience in 4-H or excellent training in our High Schools. We also have women of all ages who have sewn or never sewn before. To meet their various needs this class is planned to aid these consumers in the selection, making and care of their own and their family's clothing. Fitting has been such a problem methods of self-fitting are really emphasized, how to measure and make accurate alterations for the person and commercial patterns are blended for satisfaction. Students are encouraged to fit a classic basic which may be converted into a paper shell. It is made of five grocery store bags and serves in the place of an expensive dress form. This can be used over and over again for testing and altering commercial patterns for the individual. Best of all students can use the basic to make simple designs to her own taste and liking. Basic techniques of construction are given with special attention to beginners. This class is even a favorite with some advanced students who pick it up often as they want to become more independent in fitting and designing their own clothes. This course is therapeutic and gives the consumer a feeling of individuality.

It is also transferable to four year colleges.

In this geographic area we are gifted with people from around the world which lends us appreciation of many cultural patterns and styles which can be tastefully incorporated into their clothing. The more varied the personnel the more exciting the experiences.

We thoroughly enjoy every student with the Women's Re-entry Program. Their needs are immediate. It is a matter of time management so we offer this consumer class in the forenoon for their benefit.

Theodora Corey

kad

AUTOMOTIVE TECHNOLOGY 51

This class is designed as a consumer lecture class with a small amount of demonstration.

Among the items covered for the automobile are:

1. Choosing and inspection
2. Buying
3. Financing
4. Maintenance
5. Insurance
6. Consumer laws - Bureau of Auto Repair
7. Basic fundamentals of how the automobile operates, and its component parts.

Demonstrations will be given on how to change a tire, starting a car with jumper cables and battery and identification of the different parts of a car.

Emphasis is placed on how to save money, and get the most for your money, on a car. Preventative maintenance is also stressed.

Leslie Schwoob

kad

DE ANZA COLLEGE

ENGINEERING TECHNOLOGY DIVISION

COURSE OUTLINE

AUTOMOTIVE TECHNOLOGY 51

I. Catalog Description:

Automotive Technology 51 - Automotive Principles and Consumer Information - 4 units

Prerequisites: None
Five hours lecture/laboratory

A selective study of the automobile and its components. Knowledge and skills necessary for intelligent ownership and utilization of the automobile. Consumer oriented information regarding basic automotive maintenance. Laboratory experiences in minor maintenance and emergency troubleshooting. Proper use and safety of tools and equipment. A general elective for those desiring a basic knowledge of the automobile.

II. Required Background of Experience:

None

III. Expected Outcome:

1. To provide the student with an understanding of the operation of the automobile from the consumers point of view.

2. To provide an awareness of safety and economic factors in the operation and ownership of an automobile.

3. To develop an appreciation for the skill, knowledge, and equipment required for automotive repairs and service.

IV. Text and References:

Text: Nash, Automotive Fundamentals, McGraw-Hill Company

Ref.: Automotive Encyclopedia, Purvis, Goodheart-Wilcox Company

V. Minimum Student Materials:

1. Text
2. Safety glasses
3. Clean work clothes
4. Student laboratory fees

VI. Minimum College Facilities:

The classroom and automotive technology laboratory.

AUTOMOTIVE TECHNOLOGY 51

VII. Expanded Course Outline:

1. Orientation, Shop tour
2. Engines, Smog Control Devices
3. Cooling Systems
4. Lubrication Systems, Fuel Systems
5. Batteries, Ignition Systems
6. Charging Systems, Cranking Systems
7. Brakes
8. Suspension Systems, Tires
9. Drive Line
10. Driver - Owner Responsibility
11. Review for Final Examination
12. Final Examination

VIII. Methods of Evaluation Outcome:

1. Objective Examinations
2. Required laboratory experiences

Leslie Schwoob

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DESCRIPTION

Developmental Parent Education — Lecture/Laboratory

2 units

Prerequisites:
(1) Child or children in the Womens' Educational Program (or Womens' Educational Program student)
(2) Nursery School 50, 51, or other equivalent experience
(3) Having a child and homemaking responsibility
(4) Parent a participant in 1302 Program

Parallel: A and B, or A and C courses in Early Field Experience, San Jose State College School of Education

Learning about the young child in developmental parent education--analyzing approaches to learning.

2. Expected Outcome

To help students identity and describe areas of learning tasks and to train "teacher trainers" to outline and teach: (1) distinctive areas of learning for the young child and (2) to associate psychological, social, and cultural entities to the young child's learning. To guide students to share their findings and experiences regarding ways that young children learn.

Text

Dr. T. Lightfoote Wilson, Learning About Learning for Your Child:

An Outline of Child Development, 1971

The De Anza College service area, like many other community college service areas, contains a significant number of adult women who want to complete their education. Because of thwarted educational aspirations, limited family resources, family responsibilities and/or cultural backgrounds many of them had their educational opportunities reduced. In addition, these same factors reduce the educational alternatives available to them. They are often unable to schedule (or finance) additional education or occupational training. In addition to maintaining a home and caring for children, some are the sole supporters of their families, and some supplement an otherwise inadequate family income. Many of these same women are confined to low-paying unstable employment due to their lack of marketable skills. Limited previous educational preparation (and/or occupational training) further prevents them from qualifying for academic and/or career programs.

Cultural background and a lack of basic language skills impose additional barriers. Women who have experienced few successes usually do not see themselves as achievers, nor do they have the self-confidence or motivation to readily explore or seek out possible educational alternatives. The Womens' Education Re-entry Program was designed for these women.

To encourage women with young children to enter the Womens' Re-entry Educational Program (WREP), preschoolers (2-1/2 to 5 years) are enrolled in the Womens' Re-entry Program Child Development Center, while their parents attend classes at De Anza College. The Child Development Center was not to be only a appendage of the WREP, but an integral part of it so that the experiences would be meaningful for the parent as well as for the child. Therefore, the program has aimed to bring a relationship in planning a content among parent, child, and community; that is, rather than having content which would aim to supply need for the parent if in

a work world, or a child in the school world or knowledge of the aspects of the community. The desire has been to develop the parent as a teacher for the child, the child as a learner for the parent, and both as positive and constructive builders of the community.

Our aim was thus twofold. First, to provide a stimulating and rich preschool experience for the child and secondly, to increase the effectiveness of the parents so that they could become an integral part of the education of their children. In order to achieve this goal, a parent must be able to complement the influence of such experiences by approximate behavior with their child in the home. To meet this need, parents are required to take Developmental Parent Education classes (Home Economics 54 A,B, and C) for three quarters, and volunteer in the WREP Child Development Center two hours per week.

In collaboration with two consultants, Dr. Thomasyne Lightfoote Wilson and Sister Christina Marie Trudeau, the parent education instructor and the teachers at the Child Development Center, the content and format of the Parent Education classes were formulated. Each quarter the courses are evaluated by both the students and staff members in order to continuously make the courses a viable experience for the parents.

In presenting the Parent Education classes, it is necessary to provide an atmosphere wherein the parents would feel free to discuss and question information without their self-esteem being threatened as well as an environment conducive to sharing their personal problems. Also, since the women come from a wide variety of educational backgrounds, it is necessary to present pertinent information and to select class projects so that they can be both practical and meaningful to all students. Lastly, in order to make the Parent Education classes congruent with the parents participation at the Child Development Center, it was necessary to find staff members who truly wanted to enter into an activated and coordinated volunteer program which would be a positive experience for both the parent and child.

COURSE CONTENT

The courses are designed to help parents develop positive attitudes, behavior and skills in their relationship with young children. The intellectual, emotional and social development of the child is important to include in the curriculum, but we also wanted the parents to be aware of the whole child. In other words, everything which related to the child was important because it could affect the child. To illustrate the multi-facets of the curriculum, we had a pediatrician and a nutritionist (both women) as guest speakers. Many parents became aware of the importance of providing adequate health care for their children as well as providing nutritional meals. When the parents became cognizant of their responsibilities and capabilities in meeting these needs, they were able to understand why these factors could determine how successful a parent or child would be in their school experiences. For example, although a parent may not want to miss a day of school, it would be better to treat the symptoms of an illness (cold) immediately and miss one or two days than to send the child to school and then later miss a week or two.

An important format of the class is group discussion. We immediately wanted the parents to feel free in expressing their ideas, therefore we began by discussing the characteristics of the infant. Every parent had this exper-

ience with their child, therefore the information was familiar to them and within their frame of reference, which made them eager to enter into the discussion. In this way, when we began to discuss unfamiliar ideas or concepts, the parents felt confident and were very willing to participate. To illustrate this, one of the parents stated in her evaluation: " I like the way the instructor left the material open for discussion. I approved of the way she encouraged us to open up and share ideas".

As a point of depature for classroom discussions, an assigned textbook, *Learning About Learning For Your Child* by Dr. Thomasyne Lightfoote Wilson, and films and articles were used. Some of the topics covered are: Learning, Language, and Emotional Development of the Young Child. In each instance, special emphasis is placed on the role of the parents in furthering their child's development by helping their child develop a healthy self-concept. However, in order for parents to be able to do this, they must feel secure and self-confident also. As one parent said, "I, myself, have a very poor self-image". To facilitate this process, parents volunteer at the WREP Child Development Center in order to give them an opportunity to work with and observe the behavior of children under controlled conditions and outside the often stressful situations which occur in their own homes. Due to the above, the concepts discussed in class can be immediately applied, which helps the parents to develop effective skills so that they can become part of their own "natural" repertoire of behaviors as a person and as a parent.

The parent is also made aware that he can be a "teacher for the child' by learning to construct educational materials. This experience creates an opportunity for the interaction between the parent and the child. They are not only shown how to make materials to develop their child's intellectual abilities but how to help their child acquire the skills necessary for him to function independently and confidently in the home environment. Consequently, parents realize, for example, that making beds, mowing the lawn, tying shoes etc. can all be meaningful learning experiences for their child due to their (Parent's) knowledge in tasks analysis. To increase the parent's self-concept, the staff request the parents to share their materials with the children at the Child Development Center. Consequently, materials which parents have made are part of the educational equipment used in the classroom. The results of this are that not only does this help the parent, but it helps the child because he observes other children enjoying a material which his mother has created.

Another aspect of their involvement at the Child Development Center is to gain experience in recording the learning process of the young child. Thus parents observe and record the behavior of the children and they do it in such a way that it becomes a valuable record for the staff. In order to give them a wide variety of opportunities, they observe and give written reports of their impression of children in other pre-schools in the community as well.

To extend the parents skills and experiences in relating to their child, they complete a diary, which is a six-day observation of their child. It is an observation of one learning activity for each day that they (parent and child) engaged in that day. The diary includes experiences at home as well as community field trips (supermarkets, service stations, department stores, etc.). The parents are encouraged to involve their children in discussions through questions so that the child will start to

think and gain concepts. Every experience can be a learning experience if consistently reinforced. Parents, with this view in mind, are often amazed at how much their children can learn if they take advantage of the various interactions they have with their child throughout the day. For example, through experiences at home parents have explained to their child:

(1) What causes fire to burn after the mother burned butter in a pan.
(2) Why his voice sounds the way it does by referring to a health encyclopedia after the mother (whose voice was hoarse) heard her son say, "Gee, mom, your voice comes out crooked just like mine".

In each case, the parent was alert and took advantage of the situation to make it a learning one.

The success of the program can be evaluated by the following remarks made by the parents:

"The guidance and information I obtain from this class are very beneficial to me as a mother".
"A mother surely can provide the right kind of experiences for their young if they know more of the development of the child".
"I feel this class is a basic start to improve and become more aware of your effect on other lives as well as your own children".

We wanted a program that would provide for a definite teaching knowledge and congent and processes for parents to know how to interact with their children, what some of the consequences of their actions and interactions were, what some of the learning processes of the child were, and how their actions, that is, the actions of the parents would relate to further development of the positive learning of the children or retard this learning of children. We wanted the parents to see themselves as learners as well as teachers, that they could learn from their children.

HIGHLIGHTS AND COMMENTS

Workshops are given because the weekly class hours do not provide adequate time for the extended coverage of skills, knowledge and different techniques for the parents to improve themselves as parents and teachers of children.

Parents are given in-service training at the Child Development Center in order to provide for continued growth as well as the presentation of new ideas and methods for teaching young children.

Since the parents are full-time students, and their time is limited, it is necessary to reinforce the importance of volunteering at the Child Development Center. The parent education classes and their participation at the center are presented as a unity. Thus, experiences which occur at the Child Development Center are frequently discussed in the classes. Also, the instructor of the parent education classes and the staff at the center must and do work closely together. Some

Some parents who have taken the parent education classes have decided that working with children is a very worthwhile experience. Thus, they chose teaching (paraprofessional) as their major field of study. Those who have had the training have been successful in finding jobs.